**K-5 Math Lesson Plan**

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| **Teacher:** Rebecca Purdie, Iris Marsh, Angie Flowers Oak Hill and Morehead Elementary | | | **Grade:** 2nd | | | **Date(s)**: Day 2 & Day 3 of Task 2 |
| **Unit Title:**  Unit 1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  The performance task that this particular lesson will lead to. Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Cheerios  Cups | | **Student:**  Cheerios  Cups  Place Value Mat | | | Hundreds, Tens, Ones, Skip Counting | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.1: Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.  2.NBT.3: Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. | | | | | |
| **I Can Statement(s):**  I can understand that each digit in a 3-digit number represents hundreds, tens, and one.  I can use base ten numerals to read and write numbers to 1000.  I can use number names to read and write numbers to 1000. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Class Discussion: Teacher opens with “I wonder how many objects are in this bag?” (Box of Cheerios) Have students record their est. on a sticky note and place on board for later discussion. | | | | | |
| **Teacher Directed:**  Have students sit on carpet. Teacher will model how to group a handful of Cheerios into tens/ones using a place value mat. Teacher will explicitly explain how to represent the groups of ten Cheerios with a tens rod and single Cheerios with ones unit. Teacher will connect the model representation to standard form by recording the number by using digits. | | | | | |
| **Guided Practice:**  Teacher will ask students for help counting the Cheerios (total). Teacher gives partners a bowl of items (Cheerios) from container .Students will group Cheerios into tens and ones, model the number with base-ten blocks, and record the number in standard form. Have students bring all their base ten blocks and their recorded numbers to the carpet. On a giant mat instruct students to put all their tens in under the tens column and their singles under the ones column. With the class count the blocks by skip counting by ten and one (count the blocks as they are). At this point teacher should help students understand that counting by tens and ones is not the most efficient way to count large numbers of objects. Teacher will model how to compose (larger units) ones to tens, tens to hundreds. This shows how every number is based on groups of tens. The teacher will review how to record the model into standard form and how to make a model from the standard form. | | | | | |
| **Independent Practice: Day 3**  Teacher will review how to go from standard form to the model and from the model form to standard. After review students will go to stations (See differentiation strategies) to practice place value concepts learned. | | | | | |
| **Closing/Summarizing Strategy:**  In students math journal they will draw a picture of the model for teacher given number or explain how they figured out how many cheerios were in the box. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Place race to 100, 500, or 1,000 * Play out number your neighbor using models and digits (students can draw or model their numbers) | | | Students can use beans to create model/bean sticks to use for counting larger numbers. | | | Teacher needs to emphasize the word the digit throughout the unit when using standard form. |
| **Assessment(s):**  Closing summary will be used as assessment. Anecdotal notes as teacher is monitoring stations. Student work | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |